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ABSTRACT

Despite the fact that, of all the 50 states, Utah has the highest percentage of state and local government expenditures for education and the highest proportion of adults who have graduated from high school, one out of every five adults in Utah lacks basic literacy skills. At present, the following adult literacy programs offer instruction in basic skills to Utah residents: a community education program, an adult high school program, an adult basic education program, an adult refugee education program, prevocational programs at five area vocational schools and two technical colleges, and a Job Training Partnership Act program. Although no single source of authority or responsibility for adult literacy programs exists in Utah, the quality of the individual programs is good. Serious logistical problems exist, however, in getting enough of the scattered population in rural areas together to conduct a program. An expanded adult literacy program would undoubtedly lower unemployment and raise earnings in Utah. With the state pressured to expand and improve schools and colleges, however, adult programs remain a low priority. (Eleven tables depicting program enrollment and impact data are appended.) (MN)

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ADULT LITERACY IN UTAH:

EVEN A LEADER HAS UNMET NEEDS

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Executive Summary

Utah is a leader in U.S. education with the highest proportion of its population having completed high school, the second highest proportion having a four-year college degree and the fourth highest proportion currently enrolled in higher education. To accomplish this, Utah has been number one among the states in the percent of its total state and local government expenditures allocated to education and third highest in the percent of its total personal income allocated to that purpose, even though the state's average per capita income is 46th in the nation.

Despite those educational accomplishments, Utah still has an estimated 200,000 adults without adequate basic literacy skills for employability. That is one out of each five adults. Approximately 20,000 of these functionally illiterate adults are recent immigrants to the United States with limited English language skills, many of them illiterate in their own languages.

To meet this challenge, Utah has:

1. A Community Education Program
2. An Adult High School Program
3. An Adult Basic Education Program
4. An Adult Refugee Education Program
5. Prevocational programs at its five area vocational schools and two technical colleges
6. The Job Training Partnership Act (JTPA)

During the 1982-83 school year approximately 11,000 persons were served in this combination of programs at an estimated cost of $2 million out of Utah's $1.2 billion total educational budget and its $14 million

JTPA budget. How many of the 200,000 potential universe of need would apply for remedial basic education if it was available is unknown, but every one of the six programs was oversubscribed and turned people away.

There is no single source of authority or responsibility for adult literacy programs. Nevertheless, the quality of the programs is good. Serious logistical problems exist in rural areas in getting enough of the scattered population together to conduct a program. An exemplary program at the Salt Lake Skill Center integrates basic education into the curriculum of every skill training program, supporting the effort with computer-assisted and computer-managed instruction.

The need for a concerted remedial adult literacy program in Utah is obvious. The pay off would likely be high in lower unemployment and higher earnings. But the state is under such pressure to expand and improve the education of its children and youth that adults take low priority. Yet the adult literacy problem will continue to grow with the immigration, displacement from the state's mines and factories, and the inevitable dropouts and failures of even the best of education systems.

ADULT LITERACY IN UTAH:
EVEN A LEADER HAS UNMET NEEDS

Consistent with the objectives of the "New Federalism," it may be useful to look at adult literacy programs in one state. For that purpose Utah may be appropriate for its atypicalness, as well as for the current status of some of its distinguished citizens.

Utah could be cited as the least likely among the states to need an adult literacy program. Seventy percent of Utahns belong to a Church which makes getting an education a religious obligation. Utah is number one among the states in the percent of its total state and local government expenditures which are allocated to education. Expenditures for education as a percent of total personal income in Utah are the third highest in the nation. Yet because its birth rate is double the national average, its family size large and the average age of its population low, Utah ranks 50th among the states in education expenditures per student.

However, Utah also ranks first in the proportion of its adult population (80 percent) who have graduated from high school and second in the proportion (17.5 percent) who have completed a four-year college program, compared to a national average of 66.6 percent, and 16.3 percent, respectively. Whereas 31.9 percent of adult Americans have one to three years of college, that is true of 44.5 percent of Utahns. In 1976, 7 percent of Utah's population was enrolled in higher education institutions compared to 5.9 percent in the nation. By that measure, Utah was fourth among the states. The average Utahn over age 18 has 12.8 years of education, the highest in the nation, compared to 12.5 years for the U.S.

population over that age. Also, only 5 percent of Utah's population are members of the Black, Hispanic and American Indian groups who tend to have a lower than average educational attainment.

Nevertheless, in 1976 there were 5,000 adult Utahns with less than five years of education, 42,000 with 5 to 8 years and 103,000 with 1 to 3 years of high school. The 1980 Census counted 183,159 Utahns over 18 years of age and 15,504 out of school teenagers without a high school diploma. As in most states, there is no data on the number who are functionally illiterate. It is assumed by the State Office of Education that enough high school graduates are in that category to offset the number of dropouts who are literate. Therefore, 200,000 is used as the official estimate of Utah's adult literacy universe of need. An estimated 20,000 are natives of other lands who have entered the United States recently with limited English language skills. However, the rest are U.S. nationals who have missed the educational boat for one reason or another. Since Utah's total population is only 1.5 million, with only 921,000 over the age of 17 (1980), the state with one of the highest average educational attainment records in the nation still has an estimated one out of each five of its adult citizens without essential basic literacy skills.

So what is Utah doing about adult illiteracy?

Utah's Adult Literacy Program

The answer would have to be "very little," though that does not mean it is doing less than other states. Still, the problem of adult illiteracy has taken low priority for two primary reasons:

1. The high average levels of educational attainment have generated complacency and hid from public policy view the plight of those

who are even further behind the average in this state than in others.

2. The burden of educating Utah's flood of children and youth with its limited tax base (public lands comprise 72 percent of the total in Utah, while its average per capita income is 46th among the states) have made policy makers and taxpayers reluctant to mount other educational crusades.

A Utah adult with inadequate basic skills can seek help from six programs:

1. The Community Education Program
2. The Adult High School Completion Program
3. The Adult Basic Education Program
4. The Adult Refugee Education Program
5. Pre-vocational programs at some area vocational schools and technical colleges
6. The Job Training Partnership Act

Not included in this list is the General Education Development Testing Program (GED) because it tests competency in reading, writing and mathematics, as well as science and social studies, but provides no instruction.

The numbers enrolled in the above programs will provide an illustration of the relative priority given to adult literacy in the State.

Community Education

All but four of Utah's 40 school districts maintain an evening community education program. The course offering depends upon the perceived or expressed demand from patrons. A modest tuition fee is

charged to cover the cost of instruction and materials. A total of 94,350 persons enrolled in this program in 1981-82 (the latest data available). However, only five districts reported remedial education within its curriculum with a total enrollment of 603.

Adult High School

Utah law guarantees a free public education through high school for all who have not graduated, regardless of age. However, that promise is never fulfilled, both because some fees are charged at all school levels and because the capacity is inadequate in the evening adult high school program.

Thirty-five districts conducted an adult high school program in 1982-83, financed by a state appropriation of $2,603,000. Four of the five with no programs were very rural areas of very small and scattered population. The fifth was a resort area with a highly transient population. A total of 16,223 persons were enrolled, 55 percent male, with the following age structure:

Under 18	3,004
18-44	11,730
45-64	1,324
Over 64	165

A total of 2,159 received diplomas from the adult high school program during the same year.

The number of enrollees exhausted the appropriated budget and most districts reported turning away applicants. However, no record was kept of the number turned away and no estimate exists of the number discouraged from applying by the word of mouth information that no further space was

available. All that is known is that the demand is substantially larger than the supply.

However, none of the adults admitted to the program would have been illiterate. They must meet at least the minimum requirements of the ninth grade to be admitted. If not, they would be expected to seek entry into the adult basic education (ABE) program. However, only 793 persons advanced from the ABE to the Adult High School Program in 1982-83.

Adult Basic Education

Thirty-one of the 40 districts conducted an adult basic education program during 1982-83 with a total enrollment of 5,084. The enrollment division was about even between the sexes with an age range of:

Under 18	402
18-44	4,049
45-64	585
Over 64	48

The program was totally federally funded with a budget of $423,580. The state-provided curriculum consisted of reading, writing, communication, arithmetic, analytical reasoning and interpersonal skills. During that year, 1,336 completed ABE and, as noted, 793 moved on to the adult high school program. During the same year 1,040 passed the tests for GED; how many of those were ABE completers is unknown. Between the two programs, ABE and adult high school, 442 are claimed to have discontinued public assistance and 442 to have obtained a job as a result.

Minorities, who as noted above, make up only 5 percent of Utah's population, provided 32 percent of the enrollments for adult high school and adult basic education. By race and ethnicity, these were American

Indian 3 percent; Hispanic 12 percent; Asian 15 percent; and Black 2 percent. Since the Asian population is only one-fourth as large as the Hispanic and also has access to the refugee program, their interest is most impressive.

Adult Refugee Education

An estimated 10,000 refugees currently reside in Utah with an in and out flow of 100 per month estimated. About one-half of these are adults. Those would, of course, be primarily Indochinese, though an informal sampling of some of the classes found about 30 percent to be other Asians, not actually eligible for refugee assistance. The total universe of need for English as a Second Language (ESL) programs is estimated to be about 20,000, including the refugees.

During 1982-83, 2,460 adults were enrolled in the Adult Refugee Education Program. Of that number, 1,686 enrolled in Survival English and 899 completed it, 605 enrolling in advanced ESL and 120 moving on to vocational skill training. The program was credited with 193 being removed from public assistance and 363 obtaining employment as a result.

Whereas, the federal refugee program has provided to the state only about $340,000, the expenditure is estimated at about $1,000 per enrollee, the remainder a drain on the adult high school and community education programs.

None of these programs have been publicized and all have consistently turned away applicants.

Pre-Tech and Pre-Vocational Programs

The two technical colleges each have a remedial program for students who apply for entrance without adequate preparation. Each applicant goes through a vocational assessment which includes tests of reading, writing and math skills. If (1) the applicant tests at the sixth grade or above but below the threshold requirements of the particular occupational program in which the applicant is interested, (2) there is not a waiting list for that program, and (3) a councilor concludes that the applicant can bridge the gap in a reasonable length of time, the applicant is enrolled in the pre-tech program to close the basic skills gap. The two schools feel they have the capability to bring a student from the sixth to the ninth level in one or two quarters of full or part-time study but they are not prepared to deal with those of less preparation. In Salt Lake City, applicants of lower capability are referred to the Skill Center. In Provo, where the other technical college is located, there is no other alternative except the school district programs.

The Utah Technical College at Salt Lake put 800 students through its pre-tech program in 1982-83, 100 of whom received a GED. Its pre-tech program employed nine full-time and six part-time instructors and was budgeted for $330,000. The Provo-Orem campus provided remedial literacy training to about the same number during that year.

Three of the five area vocational schools follow a similar policy whereas the other two depend upon the school district programs. An estimated 300 persons received some basic literacy training through this route in 1982-83.

In the areas where post-secondary training opportunities depend upon two four-year and two two-year state colleges, no students are admitted who

cannot meet the threshold basic literacy requirements of the courses. There the school district ABE programs would be the only publicly available resource.

The Job Training Partnership Act

The Job Training Partnership Act (JTPA), the Work Incentive Program (WIN), the Trade Adjustment Act (TAA) and vocational rehabilitation all have some clientele who might need adult literacy assistance as a prerequisite or a support to occupational skill training programs. However, WIN has been under pressure to restrain its effects to direct placement. With its limited funds, it has screened out and left on public assistance with access to school district programs those with inadequate literacy for entry into skill training. None of the few who were trained under TAA faced the literacy obstacle. Vocational rehabilitation refers its clients with literacy problems to either the school district ABE or adult high school programs. Therefore, JTPA is the only significant source of basic literacy training outside the school district programs.

Basic Education in JTPA

JTPA replaced, as of October 1, 1983, the Comprehensive Employment and Training Act. Therefore, all of the available data is for CETA, but there has been little administrative change in the transition in Utah. Though the numbers are less, the literacy effort is more concentrated and aggressive within employment-related programs for the disadvantaged or the handicapped. However, the objective is job placement rather than literacy. Hence, only those requiring remedial basic education to qualify either for

direct placement into a job or entry into a skill training program in preparation for placement would be included. And, since, of course, the budgeted resources are never sufficient for the numbers eligible, only those who seek enrollment find it and not all of them. At most times, there is a waiting list for enrollment in such remedial employment preparation, despite the general high levels of education in the state and despite the fact that most such programs have ceased paying stipends during enrollment.

The resources involved are not totally federal. Whereas $14,211,989 million came into the state from Washington, D.C. during fiscal 1983 to provide training under CETA, the state legislature appropriated $1,239,112 to the Salt Lake Skill Center to enhance its ability to serve essentially the same population. Amounts dedicated to basic literacy training at area vocational schools and technical colleges have already been noted.

For CETA and JTPA, the state has been subdivided into nine service delivery areas (the JTPA term for what were prime sponsors and associations of government under CETA). Each is autonomous in its choice of who to serve within the eligible population and what services to provide. Therefore, each placed its own relative priority according to the degree that basic literacy seemed to be an obstacle to employment. Four of the eight service delivery areas (SDA) are urban and five rural. Of the rural SDAs, only one which encompassed one-quarter of the Navajo Indian Reservation spent any of its 1983 CETA funds on remedial education. Out of 580 total CETA enrollees in that fiscal year, 300 received basic education, including preparation for the GED. Of those about one-fifth were American Indians, 60 percent were adults and 40 percent youth. About half were enrolled in occupational skill training at the same time. The remainder

were in youth work experience programs, in on-the-job training or thought to be employable once their literacy problem was overcome. However, mining and ranching, with a little tourism, were the dominant industries. With uranium and other metal mines shut down and with nearly 50 percent of coal miners unemployed, the efficacy of the literacy and skill training could not be tested in the market place.

Another predominantly rural SDA had approximately 600 Indochina refugees move into the area and provided English as a Second Language (ESL) to 25 of them. In addition, about 20 youth from the Summer Youth Employment Program received some remedial education through the Upward Bound program, at a university within the SDA area. Lack of remedial education in the rural programs does not indicate an absence of need. It is more likely the difficulty of getting enough people together in one location for a remedial education program when all the budget and more can be spent on skill training without the remedial education prerequisites, that and the lack of any organized demand from groups representing the eligible population.

The urban areas had the larger amounts of money for training and the larger urban minority and limited English populations. Still, it was the interests of the training institutions rather than the perceptions of the planners which determined the role of CETA in basic literacy. A peculiarity of the Utah approach to remedial programs is that the public schools have been the dominant training institutions with a limited role for community-based organizations, private schools or employers. The classroom training efforts of each of the four urban SDAs centered on one publicly supported training institution. In one case, that was a technical college, in two other area vocational schools and in the remaining one, a

skill center with roots preceding CETA. The technical college assessed the reading and math skills of those applying and provided remedial help to those individuals judged to be able to reach the levels required by the skill training programs to which they aspired within a reasonable length of time. During fiscal 1983, 45 persons in that SDA received ABE or ESL to prepare them to be among the 160 who received skill training at the technical college during the year. Others received informal remedial help from the college's learning center as needed during the year.

One SDA focussing on an area vocational center enrolled 447 in classroom training during the fiscal year. About 180 who were well-qualified were enrolled in proprietary schools and the technical division of a state college. All of those with deficient basic skills were enrolled in the area vocational center which shared its premises with the adult high school. Of this 270, 114 had remedial education as a formal component of their training, 20 in ESL, 34 in remedial education and 60 pursuing the GED. Of those, 56 went from the basic skills program into the job market and the rest into skill training.

The third urban SDA is a county-wide bedroom community which enrolled during FY 1983 only four persons in ESL, 47 in remedial education and 40 in a GED program, all in conjunction with skill training. The final SDA is Salt Lake County which encompasses one-third of the State's total population and contains its nearest approach to a blighted central city. All of its training occurs in a single skill center with a history going back to the Manpower Development and Training Act (MDTA) of the 1962-73 vintage.

An Exemplary Program

The difference in attitude of a skill center having a total commitment to a disadvantaged out-of-school population is notable. The administrator of the Salt Lake Skill Center has vigorously resisted efforts of state authorities to move it from its aging former laundry building in the central city to the new suburban campus of its parent technical college. The director of the skill center is an ex-remedial education specialist so that basic skills are a high priority.

The skill center serves the full range of disadvantaged programs: CETA (now JTPA), WIN, vocational rehabilitation, nonrecurring federal programs of various kinds, the refugee program and a multi-district high school dropout program. Each agency buys in on a cost reimbursement basis. CETA/JTPA pays $160 per month per student because of the auxiliary services required but the basic cost of skill training is $110 per month and $75 per month for remediation. Of the total annual budget of about $2.5 million, $1.3 million is earned by sale of services, primarily to federally funded programs, and the remaining $1.2 million is provided by direct appropriation from the state legislature.

During fiscal 1983, 7,400 persons came through the center's admissions office, 5,800 were tested in the assessment center and 3,111 entered skill training. There is no way to isolate how many received remedial education because, in essence, everyone did. Every applicant is sent first to the assessment center where their reading, writing and math skills are tested along with their vocational interests. During fiscal 1983, approximately 500 went through an ESL program at the center while preparing for or engaged in skill training. Each occupational training program has its own specific grade level requirement. Those who don't come up to the required

entry grade level, yet are close enough to attain it within a few weeks' time, begin a remedial education program based around the Control Data's computerized PLATO system, but using other audio-visual and written materials as well. The program is self-paced and as rapidly as the enrollee can reach the required minimum, he or she enters the chosen training program. By agreement of the instructors, many enter the skill training programs on an individual basis while still pursuing basic literacy.

The computerized program has not been found useful for those testing below the fourth grade level so those have been rejected in the past, except for those for whom ESL could provide the answer. However, for fiscal 1984, it has been determined to remove that requirement, accepting, on an experimental basis within the limits of funding, anyone who can find their way to the center. With the fourth to sixth grade level group with which the computerized pre-skill training remediation phase has been working, the average gain has been one year for each 30 hours of instruction.

Each of the skill training programs has an instructional resources and assessment handbook designed with the help of the adult education specialists in the state school office and the advice of industry representatives. This handbook links basic reading, writing, listening, speaking and arithmetic skills to the requirements of the occupation. Written and audio-visual materials are provided through which the trainee works individually with the guidance of the instructor while engaged at the same time in hands-on skill training. As rapidly as the student feels confident, he or she takes unit tests on the computer which keeps track of individual progress. Hence all are exposed to remedial basic education,

those not needing it testing out rapidly and the others spending more time. The adult basic education instructors are available as resource persons for the occupational skill instructors but the progress is the responsibility of the latter and their students.

The Problems of Program Management

The quality of the Utah adult literacy program is difficult to evaluate. The curriculum materials of all the programs cited are prepared by or in cooperation with the State Office of Education and reflect the state of the art in adult literacy efforts. However, the more important variables are the quality of instruction and the use made of the materials. But those responsibilities are decentralized to the local school districts and no formal evaluation is conducted. Casual observation would suggest that the quality, though varying widely, is generally good.

For the school district sponsored ABE programs, attendance is a problem since they are totally voluntary with no sanctions available to the instructor. The adult high school attendance is less troublesome because there is a diploma to be earned. ESL enrollees are generally too dedicated to miss classes unnecessarily. As long as CETA had stipends to withhold, there was an effective sanction to enforce attendance. However, the cessation of stipends over the past 18 months or so has not created an attendance problem. The fact that all of the remedial activities are job related seems to have holding power. Either entry into skill training or its completion in pursuit of placement seems to be adequate motivation. In fact, the staff at the various training institutions are convinced that the elimination of stipends has brought them a more dedicated clientele. As they put it, "we don't have to contend with the CETA junkies now." They believe that AFDC and unemployment insurance benefits plus the earnings of

other family members keep training in reach of all who really want it. Of course, that is opinion without substantial evidence.

The major issue of concern is just how much and what kind of basic education is required to prepare an adult for a successful working career, to the extent that is the primary objective as it seems to be. Hunter and Harmon (1979) differentiate between conventional and functional literacy:

> Conventional literacy is the ability to read, write and comprehend texts on familiar subjects and to understand whatever signs, labels, instructions and directions are necessary to get along within one's environment.
>
> Functional literacy is possession of skills that particular persons and groups perceive as necessary to achieve their own self-determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious, or other voluntary associations.

Sticht (1975) points out that "reading to do" is a different task than "reading to learn." The decoding skills used in the classroom may be quite different than those used on the job. The school-district-sponsored programs typically use moonlighting teachers who are trained and experienced in teaching children and youth in daytime schools. Skill centers and other institutions specializing in the training of disadvantaged adults have found it necessary to choose by trial and error those, certified and uncertified, who prove their ability to establish a different rapport with the adult learner.

But the most challenging problem is the distance between the minimal skills to hold a minimal job and the competencies required for a successful working career in a labor market trending away from simple, repetitive physical tasks. From a survey of employers, the Center for Public Resources identifies the necessary Basic Skills in the U.S. Work Force (1982):

Reading: the ability to:

- identify and comprehend the main subordinate ideas in a written work and to summarize the ideas in one's own words.
- recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.
- to vary one's reading speed and method according to the type of material and one's purpose for reading.
- to use the features of printed materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography.
- to define unfamiliar words by decoding, using contextual clauses, or by using a dictionary.

Writing: the ability to:

- organize, select, and relate ideas and to outline and develop them in coherent paragraphs.
- write Standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, and other matters of mechanics; and appropriate word choices and correct spelling.
- improve one's own writing by restructuring, correcting errors, and rewriting.
- gather information from primary and secondary sources; to write a report using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly.

Speaking and Listening: the ability to:

- engage critically and constructively in the exchange of ideas.
- answer and ask questions coherently and concisely, and to follow spoken instructions.
- identify and comprehend the main and subordinate ideas in discussions, and to report accurately what others have said.
- conceive and develop ideas about a topic for the purpose of speaking to a group; to choose and organize related ideas; to present them clearly in Standard English.

Mathematics: the ability to:

- perform the computations of addition, subtraction, multiplication, and division using natural numbers, fractions, decimals, and integers.
- make and use measurements in both traditional and metric units.
- use effectively the mathematics of integers, fractions, decimals, ratios, proportions, percentages, roots, powers, algebra, geometry.
- make estimates and approximations, and to judge the reasonableness of a result.
- use elementary concepts of probability and statistics.

Science: the ability to:

- understand the basic principles of mechanics, physics, and chemistry.
- distinguish problems whose genesis is in basic mechanics, physics, or chemistry.
- apply basic scientific/technical solutions to the appropriate problems.

Reasoning: the ability to:

- identify and formulate problems, as well as to propose and evaluate ways to solve them.
- recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning.
- draw reasonable conclusions from information found in various sources, whether written, spoken, tabular, or graphic, and to defend one's conclusions rationally.
- comprehend, develop, and use concepts and generalizations.
- distinguish between fact and opinion.

That appears to pose a standard beyond the reach of a high proportion of the U.S. work force. But it does illustrate the problem, particularly in a state like Utah where employers are accustomed to a high degree of literacy in the general run of employees. Those without are further behind. Yet both the resources the state is willing to commit and the time most adults are willing to spend to bridge that gap are limited.

Utah's Programs and Needs

Six conclusions can be reached from this review of adult basic literacy programs in Utah.

1. Even a state with exceptionally high average levels of educational attainment has a surprisingly large number of adults lacking in basic literacy skills.
2. Given the primary focus of the educational policy-makers on the burgeoning needs of youth, adult literacy was a low priority.
3. The little visibility given the issue at all is primarily attributable to:
   a. the vigorous advocacy of the state adult education specialist,
   b. the pressures felt and transmitted by those assigned to improve the employability of disadvantaged adults--and place them in jobs,
   c. the influx of the non-English speaking.
4. The demand was far greater than the supply. How many of the estimated 200,000 in need of remedial literacy preparation would seek it has never been tested because the capacity was no more than one-eighth of that and the active applicants swamped the availability.
5. The demand was most aggressively felt from refugees, immigrants and job seekers.
6. Motivation appeared highest when a job was the objective.

Does Utah need to do more? Of course! Illiteracy has its detrimental intergenerational impacts, as well as its current costs in unemployment, poverty and social embarrassment. A task force is at work on the

vocationally-related basic skills issue. Yet any major increase in funding is unlikely while opinionmakers are overwhelmed with the task of awakening the taxpayers' consciences to the need to pay for the education of babies they have been continually adding to the population stream.

The tie between literacy and jobs is not one for one. The Dictionary of Occupational Titles (1981) lists the language and mathematics requirements of each occupation. Of the 20,000 occupations, some 5,000 require no more than adding two-digit numbers and recognizing 2,500 two or three syllable words. But many job applicants (and even incumbents) cannot do that; no occupation lists zero literacy requirement; and those occupations with the minimal requirements are the shrinking ones. Undoubtedly, hundreds of Utahns and thousands of their countrymen are at work while functionally illiterate. Once displaced in an environment of over ten million unemployed among a labor force with an average of 12.7 years of education, their chances of reemployment are minimal.

Nationally, the inverse correlation between education and unemployment seems to be growing stronger, despite the concern about "overeducated Americans." Results of recent research indicate that educational attainment and educational achievement are becoming increasingly more important as determinants of employment opportunities and earning abilities, and demonstrate that remedial efforts can enhance the earnings prospects of high school dropouts (Sum, 1983).

Utah is experiencing substantial displacement in its steel mill and its coal, copper and metal mines. These have been occupations where high pay was available for high skills learned on the job with limited literacy requirements. Growing at the same time, except during the recent recession, have been electronic and related industries which offer only

minimal pay to assemblers and reserve adequate pay for those with substantial educational credentials.

The state is caught in a three-pronged dilemma. Its tax base is low and its taxpayers are reluctant. It continues to produce new human beings at an amazing rate. It has avoided a serious youth unemployment to date but its "second baby boom" is just now emerging from the high schools. The state's educational system is heavy in four-year colleges and universities and limited in its less than college employment preparation opportunities. It feels it can't afford higher education for all. Yet it has not structured many in-between opportunities. Hence, it may be creating an enlarging body of underprepared. Its legislature has promised all of any age the opportunity for a free high school education but it has been unable to deliver the resources. Within that environment, some 200,000 high school dropouts, refugees and immigrants--one-fifth of all adults in the state--comprise a universe of need. Of those, approximately 11,000 received basic literacy training in 1982-83 at an estimated cost of $2 million federal and state dollars compared to $1.2 billion committed to but considered inadequate for the education of youth. How many of Utah's functionally illiterate would have sought services had they been available is unknown but the demand was far greater than the supply.

And if Utah is in bad shape with adult illiteracy, think where the rest of the states must be!

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ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL ENROLLEES*
BY AGE AND SEX
1982-83

District	17 & Under		18-44		45-64		65 & Over		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alpine	1	36	164	262	18	43	3	7	186	348
Beaver	-	10	2	5	-	-	-	-	2	15
Box Elder	87	204	242	744	15	218	3	81	347	1,247
Cache	5	2	111	123	11	20	-	-	127	145
Carbon	18	37	17	46	-	2	-	-	35	85
Daggett	-	-	-	-	-	-	-	-	-	-
Davis	243	225	568	605	34	49	4	6	849	885
Duchesne	59	70	24	48	-	5	-	-	83	123
Emery	-	-	19	23	-	2	-	-	19	25
Garfield	-	1	7	22	2	6	2	2	11	31
Grand	-	-	-	-	-	-	-	-	-	-
Granite	339	427	1,113	1,327	110	162	7	19	1,569	1,935
Iron	22	37	43	35	2	3	-	1	67	76
Jordan	5	-	725	574	31	63	2	3	763	640
Juab	26	34	10	23	3	14	2	1	41	72
Kane	-	-	-	1	-	1	-	-	-	2
Millard	-	-	-	-	74	194	-	-	74	194
Morgan	-	1	-	2	-	7	-	-	-	10
Nebo	2	17	97	125	5	21	2	2	106	165
North Sanpete	8	4	19	21	1	1	-	-	28	26
North Summit	-	3	1	4	-	1	-	-	1	8
Park City	-	-	-	-	-	-	-	-	-	-
Piute	-	-	2	2	-	-	2	-	4	2
Rich	-	-	-	-	-	-	-	-	-	-
San Juan	58	44	93	127	1	-	-	-	152	171
Sevier	14	19	60	73	6	9	-	2	80	103
South Sanpete	-	-	5	8	-	1	-	1	5	10
South Summit	-	-	4	8	1	1	-	-	5	9
Tintic	1	2	4	6	-	1	-	1	5	10
Tooele	-	-	84	144	23	42	-	-	107	186
Uintah	28	59	39	70	5	5	-	1	72	135
Wasatch	-	-	15	33	-	3	-	-	15	36
Washington	8	14	100	107	6	15	2	1	116	137
Wayne	-	-	-	-	-	-	-	-	-	-
Weber	219	140	690	572	52	67	3	-	964	779
Salt Lake City	387	310	1,696	1,540	126	158	15	11	2,224	2,019
Ogden	4	3	284	406	11	35	1	5	300	449
Provo	6	6	524	397	86	37	6	-	622	440
Logan	15	10	72	88	8	13	-	1	95	112
Murray	35	38	246	310	20	44	5	10	306	402
TOTALS	1,590	1,753	7,080	7,881	651	1,243	59	155	9,380	11,032

*Total number of students enrolled during fiscal year, counting each student only once.

ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL ENROLLEES*
BY SEX, RACE AND SELECTED ETHNIC GROUPS
1982-83

District	American Indian or Alaskan Native		Hispanic		Asian or Pacific Islander		Not of Hispanic Origin: Black		Not of Hispanic Origin: White		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alpine	3	4	8	13	27	31	-	1	148	299	186	348
Beaver	-	-	-	-	-	-	-	-	2	15	2	15
Box Elder	72	28	35	52	22	21	-	-	218	1,146	347	1,247
Cache	-	-	3	2	25	22	-	-	99	121	127	145
Carbon	1	-	8	24	-	-	-	-	26	61	35	85
Daggett	-	-	-	-	-	-	-	-	-	-	-	-
Davis	19	30	68	90	149	89	59	68	554	608	849	885
Duchesne	4	11	3	3	-	-	1	-	75	109	83	123
Emery	-	-	1	-	-	-	-	-	18	25	19	25
Garfield	-	1	-	-	-	-	-	-	11	30	11	31
Grand	-	-	-	-	-	-	-	-	-	-	-	-
Granite	5	5	108	104	143	173	3	5	1,310	1,648	1,569	1,935
Iron	3	8	2	4	1	1	-	-	61	63	67	76
Jordan	3	1	105	57	57	59	24	8	574	515	763	640
Juab	1	3	1	-	1	2	-	-	38	67	41	72
Kane	-	-	-	-	-	-	-	-	-	2	-	2
Millard	-	-	-	-	15	20	-	-	59	174	74	194
Morgan	-	-	-	-	-	-	-	-	-	10	-	10
Nebo	3	-	31	41	6	3	-	-	66	121	106	165
North Sanpete	-	-	-	-	-	-	-	-	28	26	28	26
North Summit	-	-	-	-	-	-	-	-	1	8	1	8
Park City	-	-	-	-	-	-	-	-	-	-	-	-
Piute	-	-	-	-	-	-	-	-	4	2	4	2
Rich	-	-	-	-	-	-	-	-	-	-	-	-
San Juan	147	154	1	4	1	1	-	-	3	12	152	171
Sevier	10	6	8	4	-	4	-	-	62	89	80	103
South Sanpete	-	-	1	-	-	-	-	-	4	10	5	10
South Summit	-	-	-	-	-	-	-	-	5	9	5	9
Tintic	-	-	-	-	-	-	-	-	5	10	5	10
Tooele	1	10	13	11	-	5	-	-	93	160	107	186
Uintah	1	-	15	19	1	2	1	1	54	113	72	135
Wasatch	-	1	-	-	-	-	-	-	15	35	15	36
Washington	4	4	1	2	-	2	-	-	111	129	116	137
Wayne	-	-	-	-	-	-	-	-	-	-	-	-
Weber	13	9	134	98	122	93	32	25	663	554	964	779
Salt Lake City	60	31	369	368	589	540	43	39	1,163	1,041	2,224	2,019
Ogden	4	8	79	111	29	111	16	26	172	193	300	449
Provo	9	4	152	156	142	144	2	1	317	135	622	440
Logan	1	1	5	19	52	54	-	-	37	38	95	112
Murray	-	-	3	5	211	269	-	-	92	128	306	402
TOTALS	364	319	1,154	1,187	1,593	1,646	181	174	6,088	7,706	9,380	11,032

*Total number of students enrolled during fiscal year, counting each student only once.

ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL PERSONNEL
(HEAD COUNT ONLY - NOT FTE)
1982-83

District	Administrators & Supervisors	Teachers	Counselors	Para-Professionals	All Others	Total
Alpine	3	17	-	5	-	25
Beaver	-	1	-	-	-	1
Box Elder	4	43	2	4	-	53
Cache	1	42	1	3	1	48
Carbon	1	14	1	-	-	16
Daggett	NO PROGRAM					
Davis	5	39	-	1	-	45
Duchesne	1	3	-	1	-	5
Emery	1	3	1	-	-	5
Garfield	5	32	-	2	-	39
Grand	NO PROGRAM					
Granite	8	218	15	38	5	284
Iron	NO DATA					
Jordan	5	67	8	2	-	82
Juab	1	18	1	-	-	20
Kane	1	5	1	-	-	7
Millard	1/6	12	-	-	-	12 1/6
Morgan	2	5	-	-	-	7
Nebo	3	22	3	-	-	28
North Sanpete	1	3	-	1	-	5
North Summit	1	3	-	-	-	4
Park City	NO PROGRAM					
Piute	-	2	-	-	-	2
Rich	NO PROGRAM					
San Juan	1	8	-	1	-	10
Sevier	1	17	1	-	-	19
South Sanpete	1	2	-	-	-	3
South Summit	1	1	-	-	-	2
Tintic	NO INFORMATION					
Tooele	5	14	-	-	-	19
Uintah	1	14	-	-	4	19
Wasatch	1	2	1	-	1	5
Washington	2	20	1	-	-	23
Wayne	NO PROGRAM					
Weber	2	26	2	3	3	36
Salt Lake City	6	36	3	6	17	68
Ogden	3	20	1	4	2	30
Provo	4	23	4	3	-	34
Logan	3	19	1	-	-	23
Murray	2	22	-	-	6	30
TOTALS	76 1/6	773	47	74	39	1,009 1/6

ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL IMPACT DATA
1982-83

District	Completed ABE	Adv. From ABE to AHS	Passed GED Tests	Adv. From ABE to AHS/Diploma	Adult H.S. Graduates	Enrolled Post H.S.	Discontinued Public Assistance	Obtained a Job	Registered to Vote	Received U.S. Citizenship	Received Drivers License	Total
Alpine	23	2	70	23	80	30	10	45	22	1	33	339
Beaver	-	-	-	2	2	-	-	-	-	-	-	4
Box Elder	10	11	85	4	78	19	45	52	4	4	73	387
Cache	1	1	13	-	23	10	-	12	1	1	40	102
Carbon	-	-	6	8	33	2	-	5	-	-	21	75
Daggett	NO INFORMATION											
Davis	5	60	125	22	267	25	-	58	-	-	-	562
Duchesne	-	-	9	-	9	1	-	-	-	-	12	31
Emery	-	44	9	21	21	2	2	7	-	-	1	107
Garfield	-	-	1	-	10	1	-	-	-	-	2	14
Grand	NO INFORMATION											
Granite	211	50	113	14	284	57	41	91	29	19	327	1,236
Iron	5	10	2	10	19	3	-	2	-	-	3	54
Jordan	86	37	124	16	158	28	8	17	6	5	-	485
Juab	-	-	-	4	-	3	1	2	4	-	-	14
Kane	-	-	-	-	1	-	-	1	-	-	-	2
Millard	268	-	11	-	11	-	-	4	-	-	24	318
Morgan	-	-	1	-	3	1	-	-	-	-	-	5
Nebo	-	-	11	-	36	6	-	22	7	-	-	82
North Sanpete	-	20	13	37	15	2	-	1	-	-	-	88
North Summit	-	-	-	-	-	-	-	-	-	-	-	-
Park City	-	-	-	-	-	-	-	-	-	-	-	-
Piute	-	-	-	-	-	-	-	-	-	-	-	-
Rich	NO PROGRAM											
San Juan	150	173	-	6	36	22	-	13	550	-	63	1,013
Sevier	4	24	23	5	23	45	5	24	9	-	21	183
South Sanpete	11	-	-	10	14	-	-	-	-	-	-	35
South Summit	-	-	-	-	2	-	-	-	-	-	-	2
Tintic	-	-	-	1	1	-	-	-	-	-	-	2
Tooele	-	-	-	-	28	-	-	-	-	-	7	35
Uintah	-	-	51	-	36	9	-	-	-	-	25	121
Wasatch	3	-	-	-	27	4	-	-	6	-	-	40
Washington	46	38	60	12	73	94	-	-	-	-	-	323
Wayne	-	-	-	-	-	-	-	-	-	-	-	-
Weber	-	-	70	149	149	79	7	72	116	-	141	783
Salt Lake City	301	271	134	68	471	376	214	782	181	61	326	3,185
Ogden	117	2	48	1	127	130	94	62	14	2	178	775
Provo	2	3	39	2	79	1	15	11	20	2	59	233
Logan	20	-	7	-	9	6	-	10	-	-	8	60
Murray	73	47	15	3	34	56	-	87	6	5	107	433
TOTALS	1,336	793	1,040	418	2,159	1,012	442	1,380	975	100	1,471	11,126

ADULT HIGH SCHOOL IMPACT DATA
NUMBER OF UNITS OF ADULT HIGH SCHOOL COMPLETION CREDIT AWARDED FROM ALL SOURCES BY TOTAL
1982-83

District	District Courses of Instruction	Non-District Course Transcripts	Basic Military Training	Work Experience	On-the-Job Training	GED Testing	Other Tests	Other	Total
Alpine	1,189.00	531.50	12.00	231.75	-	350.00	-	-	2,314.25
Beaver	7.00	-	-	-	-	-	-	-	7.00
Box Elder	-	-	-	-	-	-	-	-	-
Cache	345.00	12.00	-	47.00	-	65.00	-	-	469.00
Carbon	60.00	18.00	-	28.00	-	14.00	-	-	120.00
Daggett	NO INFORMATION								
Davis	612.00	135.00	45.00	75.00	-	590.00	-	-	1,457.00
Duchesne	-	.50	-	.50	-	35.00	-	-	36.00
Emery	147.50	191.50	4.00	120.00	19.00	45.00	84.00	-	611.00
Garfield	37.00	14.75	6.00	22.00	-	10.00	4.00	12.00	105.75
Grand	NO INFORMATION								
Granite	8,241.00	5,091.00	169.00	1,548.00	49.00	802.00	-	26.00	15,926.00
Iron	83.75	327.00	34.00	115.50	5.00	15.00	-	-	580.25
Jordan	1,365.00	2,002.25	75.00	491.50	-	395.00	9.00	-	4,337.75
Juab	34.00	38.00	4.00	16.00	-	-	-	-	92.00
Kane	12.00	-	-	-	-	-	-	-	12.00
Millard	268.00	-	-	8.00	-	11.00	-	-	287.00
Morgan	22.00	-	-	4.00	-	5.00	1.00	-	32.00
Nebo	199.00	46.00	21.00	85.50	18.50	55.00	-	-	425.00
North Sanpete	-	-	11.50	32.00	-	65.00	-	10.50	119.00
North Summit	NO INFORMATION								
Park City	NO INFORMATION								
Piute	15.00	-	-	-	-	-	-	-	15.00
Rich	-	-	-	-	-	-	-	-	-
San Juan	108.00	45.00	-	24.00	32.00	80.00	-	-	289.00
Sevier	230.00	325.00	24.00	75.00	25.00	150.00	-	15.00	844.00
South Sanpete	45.00	-	4.00	30.00	10.00	-	-	-	89.00
South Summit	NO INFORMATION								
Tintic	9.50	-	-	4.00	4.00	-	2.00	-	19.50
Tooele	131.00	40.00	16.50	190.25	15.00	80.00	60.00	33.50	566.25
Uintah	129.50	30.00	1.00	2.00	-	245.00	-	-	407.50
Wasatch	75.00	33.00	2.00	20.00	3.00	-	-	-	133.00
Washington	838.00	919.00	38.00	268.00	9.00	290.00	5.00	190.00	2,557.00
Wayne	-	-	-	-	-	-	-	-	-
Weber	5,846.00	905.00	67.00	168.00	-	350.00	-	-	7,336.00
Salt Lake City	4,341.00	2,168.00	102.00	614.00	272.00	690.00	-	1,138.00	9,325.00
Ogden	1,273.00	534.25	31.00	61.00	476.00	240.00	-	-	2,615.25
Provo	199.00	91.50	15.00	98.50	6.00	195.00	9.25	14.50	628.75
Logan	235.00	2.00	1.00	45.00	-	35.00	-	-	318.00
Murray	-	35.75	21.00	72.00	-	75.00	-	-	203.75
TOTALS	26,097.25	13,536.00	704.00	4,496.50	943.50	4,887.00	174.25	1,439.50	52,278.00

ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL REASONS FOR SEPARATION
1982-83

District	Take Job - Unemployed	Take Job - Employed	Enter Other Training Program	Met Personal Objectives	Lack of Interest	Because of Health Problems	Child Care Problems	Family Problems	Time Class/ Program Scheduled	For Other Known Reasons	For Other Unknown Reasons	Transportation Problems	Total
Alpine	30	13	18	146	67	21	12	20	11	30	55	7	430
Beaver	-	-	1	-	4	1	1	3	-	-	-	-	10
Box Elder	27	11	12	43	36	6	11	8	12	68	37	15	286
Cache	12	3	3	2	7	1	1	1	3	5	5	-	43
Carbon	9	17	3	28	21	-	4	3	-	6	7	2	100
Daggett	NO PROGRAM												
Davis	60	28	86	68	10	9	28	45	10	-	85	16	445
Duchesne	1	-	1	52	3	-	-	1	1	5	21	1	86
Emery	5	2	1	7	2	-	-	-	1	-	1	-	19
Garfield	-	-	-	5	1	-	-	-	-	-	-	-	6
Grand	NO PROGRAM												
Granite	93	94	30	187	231	32	80	47	31	10	225	61	1,121
Iron	7	7	1	16	-	4	1	9	1	10	1	1	58
Jordan	32	8	6	-	52	3	15	6	-	-	43	2	167
Juab	2	2	-	-	1	1	4	2	-	-	3	-	15
Kane	-	-	-	-	-	-	-	-	-	-	-	-	-
Millard	-	-	-	-	-	-	-	-	-	-	-	-	-
Morgan	-	-	-	3	-	-	-	-	-	-	-	-	3
Nebo	32	10	2	31	1	1	-	8	1	5	17	15	123
North Sanpete	-	-	1	20	11	-	-	-	-	-	5	-	37
North Summit	-	-	-	-	1	-	-	-	-	-	1	-	2
Park City	NO PROGRAM												
Piute	-	-	-	-	-	-	-	-	-	-	-	-	-
Rich	NO PROGRAM												
San Juan	15	-	30	55	15	-	16	-	-	-	40	3	174
Sevier	3	5	3	17	7	-	4	2	-	-	3	-	44
South Sanpete	-	-	-	-	1	-	-	-	-	-	-	-	1
South Summit	2	-	-	2	2	-	1	1	2	-	4	-	14
Tintic	-	-	-	-	-	-	-	-	-	-	-	1	1
Tooele	-	-	-	-	-	-	-	-	-	-	-	-	-
Uintah	9	-	-	2	9	3	-	5	-	10	3	-	41
Wasatch	3	-	-	1	4	2	-	-	1	-	2	-	13
Washington	-	-	-	-	-	-	-	-	-	-	-	-	-
Wayne	NO PROGRAM												
Weber	58	45	41	688	484	31	3	1	-	135	-	-	1,486
Salt Lake City	130	195	354	1,772	886	71	177	156	70	80	319	248	4,458
Ogden	19	31	44	150	93	15	24	14	5	-	43	19	457
Provo	13	24	36	97	17	12	15	8	19	50	102	13	406
Logan	10	-	8	10	12	-	6	-	4	-	-	2	52
Murray	78	16	8	56	-	-	4	2	-	-	-	3	167
TOTALS	650	511	689	3,458	1,978	213	407	342	172	414	1,022	409	10,265

ADULT ACCUMULATIVE REFUGEE REPORT

October 1, 1982 - March 31, 1983

District	Number of Enrollees	Employ/ Educational Plan	ESL	GED	ABS	Vocational Training	Drivers Education	Other	Attendance	Membership	Counsel & Guidance	Aggregate Clock Hrs of Service	Enrolled in Survival English	Completed Survival English	Obtained Employment	Continued in Advanced ESL Instruction	Terminated Instructional Program	Advanced from ESL Instructio to Vocational Training	Removed From Cash Assistance	
Alpine	24	3	24						663	1,290	12	1,965	24	3	5		20			
Box Elder	35		30		1	1	4		1,587	2,820	695	5,102	27			24				
Cache	13		13						901	1,335	18	2,154	13		8					
Davis	32		23	4					2,946	4,177	197	7,320	23				2			
Granite	254	197	254		15		4		17,316	22,868	198	40,382	155	62	42	73	55	3		
Jordan	268		160						40,705	58,099	103	98,907	195	65	22	61	68	3		
Logan	66		66						7,802	10,084		17,886	60			6				
Millard	18		18						1,086	3,084		4,170	2		16	16	4			
Murray	396		096			83			31,675	32,733	387	64,795	No	Data	Reported					
Nebo	NO ENROLLEES				V															
Provo	72		66				10		3,327	3,986		7,313	61		3	1			10	
Salt Lake	471		871	1	27	39	61		82,419	95,102	1,280	178,801	471		150		2		142	
Ogden	32		31				1		2,621	3,820		6,441	21	11	4	14	7	3	10	
Weber	70	70	47	16	12	10		3	22,755	27,853	164	50,772	68	28	24	23	16	21	17	
BridgerlandAVC	1	1				1			60	60	1	121					1			
Davis AVC	19		17			10			4,040	5,032	85	9,157	12	9			9			
Ogden/WeberAVC	14	14	13	1	12	14			3,744	4,387		8,131	13	12	2			11		
Skills Center	284					25			32,125	37,365	2,412	71,902	168	120	11	114	77	18		
UTC - Provo	55	55	55			10			19,054	20,578	506	40,138	43	53	11	35		16	4	
TOTALS	2,124	340	1784	22	75	193	80	3	274,726	334,673	6,058	615,457	360	363	298	367	261	75	183	

ADULT BASIC EDUCATION ENROLLEES BY AGE RANGE
Grades 1 through 8
FY 1982-83

6/7/83

No.	District	17 & Under M	17 & Under F	18-44 M	18-44 F	45-64 M	45-64 F	65+ M	65+ F	Totals Participants in Program M	Totals Participants in Program F	
01	Alpine	1	4	107	116	12	26	2	9	122	149	271
02	Beaver		1	1	2					1	3	4
03	Box Elder	11	13	83	161	11	21		9	105	210	315
04	Cache			48	96	3	3			51	39	90
05	Carbon											
06	Daggett											
07	Davis	50	57	63	85	5	4	2	2	120	148	268
08	Duchesne	1			1		3			1	4	5
09	Emery			5	11					5	11	16
10	Garfield				1						1	1
11	Grand											
12	Granite	23	27	258	212	56	53	4		341	292	633
13	Iron	13	17	23	18	1	2			37	37	74
14	Jordan	2	—	197	38	8	7	2	—	209	45	254
15	Juab			1	2	1				2	2	4
16	Kane											
17	Millard											
18	Morgan		1		2						3	3
19	Nebo			55	48	2	12	1		58	60	118
20	No. Sanpete											
21	No. Summit			1	4		1			1	5	6
22	Park City											
23	Piute			1				1		2		2
24	Rich											
25	San Juan			5	7					5	7	12
26	Sevier	3	2	8	6					11	8	19
27	So. Sanpete			4	6				1	4	7	11
28	So. Summit			2	4	1				5	9	7
29	Tintic											
30	Tooele			2		13	24			15	24	39
31	Uintah	2	1	11	17	3	2		1	16	21	37
32	Wasatch											
33	Washington			3		1	3			4	3	7
34	Wayne											
35	Weber	4	1	92	77	28	19	3		127	97	224
36	Salt Lake	64	64	447	431	47	63	3	1	561	559	1120
37	Ogden	2	3	42	117	4	17	1	4	49	137	186
38	Provo	6	6	327	299	37	28	1		371	333	704
39	Logan	3	2	16	20	2	5			21	27	48
40	Murray	7	7	172	243	15	36	3	5	197	290	487
	ATC/SL											
	NCH/Provo			23	9					23	9	32
	SL Skills Center			107	89	3	5	1		111	94	205
	TOTAL	170	342	1,999	2,250	251	339	22	36	3,129	3,619	5,664

6/7/83

ADULT HIGH SCHOOL ENROLLEES BY AGE RANGE
Grades 9 through 12
FY 1982-83

No.	District	17 & under M	17 & under F	18 - 44 M	18 - 44 F	45 -- 64 M	45 -- 64 F	65 + M	65 + F	Totals M	Totals F	Participants in Program
01	Alpine		32	57	146	6	17	1	4	64	199	263
02	Beaver		9	1	3					1	12	13
03	Box Elder	76	185	159	583	4	197	3	72	242	1037	1279
04	Cache	5	2	63	87	8	17			76	106	182
05	Carbon	18	37	17	46		2			35	85	120
06	Daggett											
07	Davis	193	168	505	520	29	45	2	4	729	737	1466
08	Duchesne	58	70	24	47		2			82	119	201
09	Emery			14	12		2			14	14	28
10	Garfield		1	7	22	2	6	2	2	11	31	42
11	Grand											
12	Granite	316	400	855	1115	54	109	3	19	1228	1643	2871
13	Iron	9	20	20	17	1	1		1	30	39	69
14	Jordan	1	—	528	536	23	56	—	3	554	595	1149
15	Juab	36	34	9	21	2	14	2	1	39	70	109
16	Kane				1		1				2	2
17	Millard					74	194			74	194	268
18	Morgan						7				7	7
19	Nebo	2	17	42	77	3	4	1	2	48	105	153
20	No. Sanpete	8	4	19	21	1	1			28	26	54
21	No. Summit		3								3	3
22	Park City											
23	Piute			1	2			1		2	2	4
24	Rich											
25	San Juan	58	44	28	120	1				147	164	311
26	Sevier	11	17	52	67	6	9		2	69	95	164
27	So. Sanpete			1	2		1			1	3	4
28	So. Summit			2	4		1					7
29	Tintic	1	2	4	6		1		1	5	10	15
30	Tooele			82	144	10	18			92	162	254
31	Uintah	26	58	28	53	2	3			56	114	170
32	Wasatch			15	33		3			15	36	51
33	Washington	8	14	97	107	5	12	2	1	112	134	246
34	Wayne											
35	Weber	215	139	598	495	24	48			837	682	1519
36	Salt Lake	323	246	1249	1169	79	95	12	10	1663	1460	3123
37	Ogden	2		242	293	7	18		1	251	312	563
38	Provo			197	98	49	9	5		251	107	358
39	Logan	12	8	56	68	6	8		1	74	85	159
40	Murray	28	31	74	68	5	8	2	5	109	112	221
	N+C Provo	45	23	428	381		11			473	415	888
	Jtr. - SL											
	SL Skill Ctr.											
	Total	1440	1564	5434	6396	399	725	36	169	7307	7709	16,229

GENERAL ADULT EDUCATION ENROLLMENTS BY SUBJECT AREA CLASSIFICATION
1981-82

District	Americanization Education	Arts & Crafts	Avocational	Business Education (Non-Vocational)	Civic & Public Affairs	English & Literature	Foreign Languages	Health, Safety, & Phys. Ed.	Homemaking & Family Life Ed.	Leadership Training Group Relation	Music & Drama	Remedial Education	Other	Total
Alpine	-	946	1,201	256	-	-	192	2,927	734	-	278	-	92	6,626
Beaver	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Box Elder	-	366	495	523	323	342	44	2,087	2,202	133	460	376	395	7,746
Cache	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Carbon	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Daggett	NO PROGRAM REPORTED													
Davis	-	-	374	1,724	-	258	-	207	64	108	-	-	-	2,735
Duchesne	8	-	-	-	-	-	-	-	-	-	-	30	1	39
Emery	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Garfield	-	60	63	5	-	-	12	174	38	-	-	-	-	352
Grand	NO PROGRAM REPORTED													
Granite	322	3,388	1,985	978	-	215	831	5,797	1,813	-	341	-	2,040	17,710
Iron	-	11	-	59	3	-	6	40	22	18	-	-	-	159
Jordan	-	3,123	1,882	939	1,240	1,133	948	30,270	1,527	2,387	2,330	182	7,178	53,139
Juab	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kane	-	14	-	20	-	-	-	-	22	-	23	-	-	79
Millard	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Morgan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nebo	4	15	-	19	-	-	-	10	40	-	-	-	45	133
North Sanpete	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North Summit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Park City	NO PROGRAM REPORTED													
Piute	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rich	NO PROGRAM REPORTED													
San Juan	-	-	34	-	-	-	-	-	9	-	-	-	-	43
Sevier	-	203	-	61	-	20	10	-	102	-	-	-	-	396
South Sanpete	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Summit	-	31	85	10	-	-	6	303	-	-	-	-	500	935
Tintic	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Tooele	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Uintah	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wasatch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washington	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wayne	NO PROGRAM REPORTED													
Weber	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Salt Lake City	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ogden	15	-	-	-	-	-	-	-	113	157	-	-	-	285
Provo	18	283	117	88	6	35	125	463	342	-	72	11	-	1,560
Logan	173	576	203	184	-	-	58	808	251	-	155	4	-	2,412
Murray	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS	540	9,016	6,439	4,866	1,572	2,003	2,232	43,086	7,280	2,803	3,659	603	10,251	94,350

ADULT BASIC EDUCATION AND ADULT HIGH SCHOOL ENROLLMENTS BY SUBJECT AREA CLASSIFICATION
1981-82

District	Arts and Crafts	Music and Drama	Drivers Education	GED Preparation	Homemaking/ Family Life	Language Arts	Social Studies	Math	Science	Health, Safety, & Phys. Ed.	Business Occupation Career	English as a Second Language	Total
Alpine	-	-	62	99	70	42	56	141	20	-	62	118	670
Beaver	-	-	-	-	-	38	24	30	4	-	-	-	96
Box Elder	251	34	110	277	1,308	143	51	115	38	176	166	69	2,738
Cache	Not available by subject area												165
Carbon	17	-	17	19	-	207	13	96	2	8	-	-	379
Daggett	NO PROGRAM REPORTED												
Davis	82	29	-	-	-	783	373	532	168	29	-	7	2,003
Duchesne	6	-	47	7	28	61	35	32	12	21	25	-	274
Emery	4	-	-	-	-	36	27	27	14	18	-	-	126
Garfield	2	-	-	-	-	4	1	-	2	2	2	-	13
Grand	NO PROGRAM REPORTED												
Granite	673	-	182	705	1,116	856	449	448	73	5	806	877	6,190
Iron	60	-	-	-	10	167	247	140	75	-	-	-	699
Jordan	60	19	-	105	104	1,274	500	380	262	67	489	557	3,817
Juab	99	-	7	-	86	62	22	2	12	36	-	-	326
Kane	4	3	-	-	1	2	3	1	-	-	8	-	22
Millard	25	-	-	20	-	10	-	11	-	-	-	28	94
Morgan	-	-	-	-	-	8	4	4	-	-	-	-	16
Nebo	-	-	-	-	-	110	54	53	59	-	12	130	418
North Sanpete	-	-	-	28	-	56	28	56	20	-	-	29	217
North Summit	-	-	-	-	-	9	10	10	9	-	-	-	38
Park City	NO PROGRAM REPORTED												
Piute	2	-	-	-	-	1	1	-	1	-	-	-	5
Rich	NO PROGRAM REPORTED												
San Juan	-	-	-	-	-	12	15	22	13	22	-	-	84
Sevier	-	-	22	42	-	101	40	38	13	-	-	-	256
South Sanpete	-	-	-	-	-	19	19	19	-	-	-	-	57
South Summit	-	-	-	-	-	20	-	-	-	-	-	-	20
Tintic	-	-	-	-	-	7	1	-	1	-	-	-	9
Tooele	-	-	23	44	19	151	71	80	43	-	27	-	458
Uintah	32	-	36	-	210	145	117	53	27	43	182	14	859
Wasatch	-	-	-	-	-	47	45	9	4	-	-	-	105
Washington	44	18	-	52	55	192	7	159	22	18	64	-	633
Wayne	NO PROGRAM REPORTED												
Weber	18	-	189	32	-	239	94	88	65	-	-	60	785
Salt Lake City	6	-	-	541	347	8,880	1,818	362	168	30	331	5,421	17,904
Ogden	The remaining balance not available by subject area											574	1,633
Provo	-	-	29	-	425	527	372	202	15	217	57	415	2,259
Logan	100	37	-	-	101	157	40	44	16	596	80	-	1,171
Murray	-	-	130	-	28	271	34	75	57	-	23	420	1,038
TOTALS	1,485	140	962	1,971	3,908	14,637	4,571	3,229	1,215	1,288	2,336	8,719	45,577